

Signs Of Fall

Project Learning Tree Activity #78

Program of Studies

Science:

- S-P-SI-1 (ask simple scientific questions that can be answered through observations.)
- S-P-SI-2 (use simple equipment (e.g., aquariums), tools (e.g., magnifiers, spoons), skills (e.g., observing, pouring), technology (e.g., video discs), and mathematics in scientific investigations.)
- S-P-SI-3 (use evidence (e.g., observations) from simple scientific investigations and scientific knowledge to develop reasonable explanations.)
- S-P-SI-4 (Students will design and conduct different kinds of simple scientific investigations.)
- S-P-SI-5 (communicate (e.g., speak, draw) designs, procedures, and results of scientific investigations.)
- S-P-SI-6 (question scientific investigations and explanations of other students.)
- S-P-LS-5 (Students will understand that organisms have life cycles that are different for different organisms.)
- S-4-SI-1 (ask simple scientific questions that can be answered through observations combined with scientific information)
- S-4-SI-2 (use simple equipment (e.g., plant lights), tools (e.g., rulers, thermometers), skills (e.g., describing), technology (e.g., electronic media), and mathematics in scientific investigations.)
- S-4-SI-3 (use evidence (e.g., descriptions) from simple scientific investigations and scientific knowledge to develop reasonable explanations.)
- S-4-SI-4 (Students will design and conduct different kinds of simple scientific investigations.)
- S-4-SI-5 (communicate (e.g., graph, write) designs, procedures, and results of scientific investigations.)
- S-4-SI-6 (Students will review and ask questions about scientific investigations and explanations of other students.)
- S-4-ESS-7 (Students will understand that weather changes from day to day and over the seasons. Weather can be described by observing and measuring temperature, wind direction and speed, and precipitation.)
- S-5-SI-1 (Students will identify questions that can be answered through scientific investigations combined with scientific information.)
- S-5-SI-2 (Students will use appropriate equipment (e.g., watches), tools (e.g., rain gauges), techniques (e.g., classifying), technology (e.g., calculators), and mathematics in scientific investigations.)
- S-5-SI-3 (use evidence (e.g., classifications), logic, and scientific knowledge to develop scientific explanations.)
- S-5-SI-4 (Students will design and conduct different kinds of scientific investigations to answer different kinds of questions.)

- S-5-SI-5 (communicate (e.g., draw, speak) designs, procedures, and results of scientific investigations.)
- S-5-SI-6 (Students will review and analyze scientific investigations and explanations of other students.)
- S-6-SI-1 (identify and refine questions that can be answered through scientific investigations combined with scientific information.)
- S-6-SI-2 (use appropriate equipment (e.g., binoculars), tools (e.g., beakers), techniques (e.g. ordering), technology (e.g., calculators), and mathematics in scientific investigations.)
- S-6-SI-3 (use evidence (e.g., orderings, organizations), logic, and scientific knowledge to develop scientific explanations.)
- S-6-SI-4 (Students will design and conduct different kinds of scientific investigations to answer different kinds of questions.)
- S-6-SI-5 (communicate (e.g., speak, write) designs, procedures, and results of scientific investigations.)
- S-6-SI-6 (Students will review and analyze scientific investigations and explanations of other students.)
- S-7-SI-1 (Students will identify and refine questions that can be answered through scientific investigations combined with scientific information.)
- S-7-SI-2 (Students will use appropriate equipment (e.g., spring scales), tools (e.g., spatulas), techniques (e.g., measuring), technology (e.g., computers), and mathematics in scientific investigations.)
- S-7-SI-3 (Students will use evidence (e.g., measurements), logic, and scientific knowledge to develop scientific explanations.)
- S-7-SI-4 (Students will design and conduct different kinds of scientific investigations to answer different kinds of questions.)
- S-7-SI-5 (Students will communicate (e.g., write) designs, procedures, and results of scientific investigations.)
- S-7-SI-6 (Students will review and analyze scientific investigations and explanations of other students.)
- S-8-SI-1 (identify and refine questions that can be answered through scientific investigations combined with scientific information.)
- S-8-SI-2 (Students will use appropriate equipment (e.g., barometers), tools (e.g., meter sticks), techniques (e.g., computer skills), technology (e.g., computers), and mathematics in scientific investigations.)
- S-8-SI-3 (use evidence (e.g., computer models), logic, and scientific knowledge to develop scientific explanations.)
- S-8-SI-4 (design and conduct different kinds of scientific investigations to answer different kinds of questions.)
- S-8-SI-5 (communicate (e.g., write, graph) designs, procedures, and results of scientific investigations.)
- S-8-SI-6 (Students will analyze diversity and adaptations (e.g., changes in structure, behaviors, or physiology.)

Core Content

Science:

- SC-E-SI-1 (ask simple scientific questions that can be investigated through observations combined with scientific information)
- SC-E-SI-2 (use simple equipment (e.g., magnifiers, magnets), tools (e.g., metric rulers, thermometers), skills (e.g., classifying, predicting), technology (e.g., electronic media, calculators, World Wide Web), and mathematics in scientific investigations.)
- SC-E-SI-3 (use evidence (e.g., observations, data) from simple scientific investigations and scientific knowledge to develop reasonable explanations.)
- SC-E-SI-4 (design and conduct simple scientific investigations.)
- SC-E-SI-5 (communicate (e.g., draw, graph, write) designs, procedures, observations, and results of scientific investigations.)
- SC-E-SI-6 (review and ask questions about scientific investigations and explanations of other students)
- SC-E-2.3.2 (Weather changes from day to day and over seasons. Weather can be described by observations and measurable quantities such as temperature, wind direction and speed, and precipitation.)
- SC-E-2.3.3 (Changes in movement of objects in the sky have patterns that can be observed and described. The Sun appears to move across the sky in the same way every day, but the Sun's apparent path changes slowly over seasons. The moon moves across the sky on a daily basis much like the Sun. The observable shape of the moon changes from day to day in a cycle that lasts about a month.)
- SC-M-SI-1 (refine and refocus questions that can be answered through scientific investigation combined with scientific information)
- SC-M-SI-2 (use appropriate equipment, tools, techniques, technology, and mathematics to gather, analyze, and interpret scientific data.)
- SC-M-SI-3 (use evidence (e.g., computer models), logic, and scientific knowledge to develop scientific explanations.)
- SC-M-SI-4 (design and conduct scientific investigations.)
- SC-M-SI-5 (communicate (e.g., write, graph) designs, procedures, observations, and results of scientific investigations.)
- SC-M-SI-6 (review and analyze scientific investigations and explanations of other students.)
- SC-M-2.3.4 (The Sun is the major source of energy for Earth. The water cycle, winds, ocean currents, and growth of plants are affected by the Sun's energy. Seasons result from variations in the amount of the Sun's energy hitting Earth's surface.)